



THE MEADOWS PRIMARY SCHOOL

BEHAVIOUR POLICY

The Meadows Primary School has a central role in children's social and moral development just as it does in their academic development. Just as we measure academic achievements in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. This is important to remember as we develop expected standards in behaviour for school life and indeed behaviour which is acceptable in society.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At The Meadows we work with children and their families towards standards of behavior which are based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

At The Meadows Primary School, we:

- Create a calm, purposeful, safe and happy learning environment.
- Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self discipline.
- Have a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
- Work in partnership with parents in dealing with any behavioural issues.
- Encourage respect for individuals irrespective of age, race, ability and disability.
- Lead by example in the way that we treat each other and the children in our care.

RESTORATIVE PRACTICE will be used to support the children empowering them to self regulate their own behaviour. The four key features of a restorative approach are:

- **Respect** - for everyone by listening to other opinions and learning to value them
- **Responsibility** - taking responsibility for your own actions

- **Repair** - developing skills to identify solutions that repair harm and ensure behaviours are not repeated.
- **Reintegration** - working through a structured, supportive process that solves the problem and allows children to remain in class whilst achieving all of the above.

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid alienation and disaffection which can lie at the root of poor behaviour.

Lessons should have clear learning intentions, understood by the pupils and differentiated to meet their needs. Marking and assessment should be used as supportive activities providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays have a bearing on the way children behave. Classrooms should be organised to develop independence and personal initiative. Classrooms should be arranged to provide an environment conducive to on task behaviour. Materials and resources should be arranged to aid accessibility and reduce disruption. Displays should help develop self esteem through demonstrating the value of every individual's contribution, and overall the classroom should be a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills knowledge and understanding which will enable the children to work and play in cooperation with each other. Praise should be used to encourage good behaviour as well as good work.

RULES AND PROCEDURES

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should;

- **Be kept to a necessary minimum**
- **Be positively stated, telling the children what to do rather than what not to do**
- **Actively encourage everyone involved to take part in their own development**
- **Have a clear rationale made explicit to all**
- **Be consistently applied and enforced**
- **Promote the idea that each individual has responsibilities towards the whole school**

Whenever possible and consistently throughout school Restorative Circles will be used as a framework to deal with conflict and other harmful behaviours.

Three basic questions are used: What happened? How did it make you feel? How can you make things better? A facilitator is used as necessary.

SANCTIONS

Although rewards are essential to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and the stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful sanction.

The use of sanctions should be characterised by certain features: -

- **It must be clear why the sanction is being applied.**
- **It must be made clear what changes in behaviour are required to avoid future sanctions.**
- **Group sanctions should be avoided as it breeds resentment.**
- **There should be a clear distinction between minor and major offences.**
- **It should be the behaviour, rather than the person, that is punished.**

Sanctions range from expressions of disapproval, through withdrawal of privileges, Time Out, to referral to the senior leadership team, informing of parents and, ultimately and in the last resort, exclusion (following the LA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

The following details rewards available to the children for following the Schools' Code of Conduct:

- Verbal praise; body language (smile, thumbs-up, nod) - specific to the child and directed to a rule;
- Individual recognition; stickers; star of the day; stamps; certificates; whole class awards e.g. marble in the jar; extra playtime.
- Celebrations assembly; star of the week; lunchtime awards; playground stars
- Head teacher stickers.
- Head teacher awards; praise letters; attendance awards.
- Parent/teacher consultation, telephone calls, end of year reports - recognising good behaviour and attitude to school.
- Roles of responsibility given.

All staff should:

- Follow the rewards and sanctions as written in the policy.
- Make children aware of appropriate behaviour in all situations.
- Use adherence to the Code of Conduct as a measure of good behaviour.
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues.
- Use and encourage the use of restorative practices between children.
- Work in partnership with parents in dealing with any behavioural issue.
- Inform parents of the victim and perpetrator, in case of serious incidents, as soon as possible, reporting that an incident has occurred and that it has been dealt with/will be dealt with. Recording all serious incidents
- Act as a role model for desired behaviour, treating all adults and children with respect.
- Focus on good behaviour and positive reinforcement to raise self esteem, giving praise for good behaviour and achievements and trying to 'catch the children being good'.
- Display the class code of conducts clearly and mention them frequently.
- Be punctual in collecting classes.
- Escort his/her class around school, ensuring all children are monitored.
- Ensure children are never left unattended.
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines for clearing up, collecting equipment, transition activities etc.
- Ensure that each child has work appropriate to his/her level of ability.
- Deal with problems calmly.
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs.

- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties.
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips.

Pupils should:

- Follow the School Code of Conduct Class Contracts and Home School Agreement.
- Engage appropriately in restorative circles.
- Co-operate readily with all school staff.

Parents should:

- Support the school's hierarchy of rewards and sanctions.
- Help the children understand the rules and the need for them in an ordered society.
- Work in partnership with the school to promote high standards of behaviour at all times.
- Ensure their child attends school regularly/punctually and notify the school of reasons for absence.
- Sign and adhere to the Home/School Agreement.

Physical Violence

- The Meadows Primary School will not tolerate the physical assault of pupils or adults in school. Violent conduct will be taken seriously and families will be informed immediately of any incidents where children or adults are assaulted.
- Children will be given one warning in any term with regards to physical assault, this will result in a day in school exclusion where the child works in isolation from his/her peers in the Sunshine Room or another classroom. If a repeat of this behaviour occurs during the term the perpetrator will have a fixed term exclusion from school.
- Following criteria set nationally regarding exclusions, persistent disruptive behaviour that is impacting on the attainment of the class may also result in exclusion.

- The school will ensure that learning is accessible to individuals through support and differentiation. Individual children's plans will be followed as necessary.
- The school will follow the Lincolnshire Ladder of Behaviour, involving other agencies as required to support children and staff.
- If with the above amendments children are unable to work appropriately in school, and disrupt the learning of others parents will be informed, isolation in school may be used and exclusions may be given.

Adopted/reviewed	Signature
November 2007	
January 2010 with amendment	
September 2012	
September 2014	
September 2016	
April 2019	

The following are meant as a general guide for staff. The lists are not exhaustive and each behaviour issue should be decided upon individually. If you are in doubt seek advice from the Senior Leadership Team / Key Stage Leaders.

Each child is INDIVIDUAL and has different needs to be taken in to consideration; however, no negative behavior is excused.

1. Low level (STOP AND THINK KS2)

- In attentive / off task behaviour/ avoidance strategies
- Not following actions first time
- Not lining up
- Shouting out

Whole class and small group restorative circles used to:

- Reinforce class rules (class target and reward)
- Encourage to make the right choices
- Reflection time within class (eg. on carpet) / with class teacher

2. Medium level (Yellow KS2)

Head teacher notified/ incident form completed

Parents made aware by **class teacher** (telephone/ in person)

For example:

- Persistent "**Low level**" - as above
- Rough playground behaviour
- Refusal to work
- Disrupting learning for others
- Inappropriate and unkind language (e.g. "For god's sake", "You idiot")

Restorative circle used and together sanctions/ actions put in place using the list below as a guide.

- time out in own classroom /with another teacher
- missed privileges

- Reflection time at break or lunchtime with class teacher / nurture team

3. High Level

Headteacher and SLT notified/ incident form completed
Parents contacted - formal meeting. Parents given copy of behaviour policy

Follow up meeting to discuss progress towards expected behaviours.

Home School Agreement re-signed.

Child referred to Behaviour Outreach Support Service

Lincolnshire Ladder of Behaviour followed

SEN meeting to complete Pastoral Support Plan

Part time timetable / managed move discussed with parents -

Exclusion procedure followed.

- Bullying
- Physical assault - peers and adults
- Verbal assault - peers and adults
- Persistent inappropriate language and swearing - peers and adults
- Violent behaviour - peers and adults
- Damage to school environment, property.

Restorative circle used to explore actions and their implications for everyone involved and the school. Sanctions discussed and the list below used as a guide.

- Child working in isolation - Sunshine Room
- Child working in different classroom
- loss of privileges - roles and responsibilities / clubs
- loss of playtimes
- lunchtime timetable
- Nurture intervention
- Exclusion